



Relationship of Teachers' Aesthetic Skills with Students' Social Competence at Higher Secondary Level

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Article Details:

Received on 23 April 2025

Accepted on 19 May 2025

Published on 21 May 2025

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Abstract

In this research, an attempt was made to know the level of aesthetic skills of the teachers and the aspect of social development of the students at higher secondary level taking into consideration the relationship between them. Urban context and finite amount of available resources and timeframe restricted the study to higher secondary schools of Bagh city only, and analytically they were grouped in to two categories: gender and sector; either public or private. The targeted population encompassed 138 teachers; out of which, 69 were male, and 69 were female; and 1970 students; 1226 male and 944 were female from both public and private inter-colleges. By simple random sampling technique, the researchers sampled 10 schools; 3 public and 7 private schools in Bagh city for the study, the researcher selected 10 teachers and 10 students each from the 10 schools, making researchers' sample size to be 100 teachers and 100 students. The method of data collection adopted was the questionnaire which is considered to be suitable and affordable as pointed out by McLeod (2014). In the study, teachers then exhibited fairly high levels of aesthetic skills in teaching processes, proper use of audiovisual aids, research activities, efficient time utilization, and appropriate conduct. Teachers' aesthetic skills have a positive correlation with students' social skills. Creativity and other aesthetic skills are the important conditions that let teachers interact with the students and make learning an enjoyable process. Thus, by applying this correlation of experience and self-formation, educational institutions may develop intervention and professional development strategies that would foster teachers' aesthetic skills and students' social Competence.

Key words: Teachers' Aesthetic Skills, Social Competence, Higher Secondary



Introduction

During the past twenty years or so aesthetic education has become an increasingly important respect of the American educational scene. Yet aesthetic education (or as it is also called, “arts education or interdisciplinary arts education” remains difficult both are defined and to evaluate through researcher into its polymorphous theories and practices. In order to judge aesthetic education in any of its several manifestations, it is necessary to understand certain fundamental concepts which have been and continue to be develop by professionals and nearly every rug of our schooling leaders. The teaching of aesthetic education is an essential component of the university curriculum in china and crucial curricular strategy for achieving the objectives of comprehensive development of high quality education in moral, intellectual, aesthetic, physical, and labour skills (Liu, et al, 2019)

Innovation is built on the knowledge and experiences of students. The new curriculum describes the nature of the art course as “humanistic”, and the course objectives consistently incorporate the fundamental educational ideas of “people oriented” and “students development oriented” instructional (Liu, et al., 2019) as a result many people now consider choosing a life of greater quality and taste to be necessity, which calls for us to concentrate on developing and enhancing people’s aesthetic aptitude (Zhou, 2020). This is due to aesthetic education teaching, which is recognized as one of the most productive field of encouraging creativity and a good way to foster students creative consciousness and capacities (Zhan’s, et al 2020).

Teaching aesthetic education to student is the most efficient and reliable way to foster their artistic creativity (Peirce and aesthetic education, 2018) aesthetic education is regarded as crucial components of education in the university art curriculum because “it has the important ability to enhance students aesthetic interests and as a result, to develop more positive understanding of life and good habits of learning and living” (Yao, Ye, and Gao, 2021). The teaching of important subjects like physical beauty and audiovisual beauty needs strengthened, according to new university curriculum standard (Wei, 2017].social standards for the caliber of a university education have changed as the information age has progressed (Graham and Moore, 2018)

Additionally, the target is more sufficient for university amenities, art instructors and instructional supplies (Wang et al., 2022). Therefore it is the information processing industry (Chen et al., 2022). The creation of a classification model (Zhao, et al., 2020; Ding, et al., 2020; Gao et al., 2021]) through a method and research is the ultimate goal of classification.

Normally early childhood educators are constantly searching for the most effective learning experiences that can help to enhance the quality of education for young children (Lime ,2005) and aesthetic experiences in particular have proven quite successful especially in the teaching of arts and even across discipline (Harder et al., 2008) expert analysis have established that aesthetic experiences have the effect of expending the learning environment thus providing a very important tool that the early childhood education teachers can explore within the integrated curriculum to in which teaching and learning in the early childhood education.

Dewey (2005) conceptualized the notion of aesthetic experiences as the moment of quality when individuals realized the aesthetic potential of situations and the ordinary becomes



noticeable, thus, they entail all the moments of feelings that provoke deeper inclination that is different from ordinary experiences.

One of the important goal and task of education is to create the condition for the all-round growth of individual and train healthy efficient and responsible human being to play a role in individual and social life. Since students, as the basic element of the country educational system, have a special role and position in achieving the goal of the educational system. The traditional relationship between teacher and students is challenged. Teachers are no longer the knowledge container, students are not satisfied with signal direction knowledge translation are .the aesthetic education has been for away from college students. Facing the age of new media, universities peruse traditional understanding about the aesthetic education and fail to be aware of its significance in reshaping students. In short aesthetic education does not accord with moral, intellectual, and in physical education. At present there is need to invest on aesthetic education. So the problem under exploration is to "Investigate the impact of aesthetic educational practices on teachers 'effectiveness students social competence at higher secondary level in Azad Jammu and Kashmir"

Objectives of the Study

Objectives of this research were:

1. To examine teachers aesthetic skills at higher secondary level.
2. To investigate students social competence at higher secondary level.
3. To determine interrelationship between aesthetic skills of teachers and student social competence.

Methodology

The research was descriptive by nature because there were four major objectives of the study, i.e. to examine, teacher aesthetic skills at higher secondary level, to examine students social competence at higher secondary level, to examine the relationship between teachers aesthetic skills and students social competence at higher secondary level. These objectives were related to the analysis of current situation prevailing in the field of education. Descriptive research is basically the research which deals with current issues and problem. Thus effect of teacher aesthetic skills on student's social competence at higher secondary level. Population of the study consists of all the teachers who are teaching at higher secondary level in public and private colleges and students of city Bagh Azad Jammu and Kashmir. All the 138 (69 male and 69 Female) teachers and 1970 (826 male and 1144 Female) students of public and private sector higher secondary institutes at Azad Jammu and Kashmir. To achieve the objectives of the study Simple random sampling technique was used in this study. The researcher selected only 10 Schools (03 Public sectors and 07 Private sector) from city Bagh. Further the researcher selected 10 teachers and 10 students (Results) from each school. Thus 100 Teachers and 100 students were selected as the sample of the Study. The questionnaire method serves as the primary tool employed in the study; we opted for a questionnaire due to the capacity to efficiently gather as substantial amount of data in a brief timeframe. Additionally when compare to the alternative measurement instruments, the questionnaire prove to be a cost-effective choice. "It offers an economical, fast and affiant means of gathering, a substantial volume of information from a sizable pool of participants (McLeod 2014) in order to collect data researcher distributed questionnaire and asked to response online. Researcher developed questionnaire herself and it was validated by 3 experts, for the purpose of reliability and



validity of the questionnaire. The researcher personally visited and distributed the survey, collecting data from both private and public sector secondary school teachers. The researcher took permission from the head teachers of the sampled schools and visited the staff rooms of the sampled schools to distribute the research instrument among the sampled respondents. The research clearly gave the instructions to the respondents to fill the questionnaire. Data analysis consists of sequencing, manipulating, reordering and summarizing data. The gathered data was first entered into an Excel sheet and then it was transferred to SPSS (27.0) for interpretation. As the nature of the study was questionnaire and descriptive, therefore Descriptive Statistics and Correlation were calculated.

Data Analysis

Table 1. Teachers' Aesthetic Skills at Higher Secondary Level

<i>Aesthetic Skills</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
Socialability	100	11.93	2.42
Adaptability	100	11.44	2.43
Leadership	100	12.33	1.97
Initiativity	100	11.47	2.72
Self-Efficacy	100	13.01	1.57
Self- Confidence	100	12.97	1.86
Social Competence	100	73.15	10.12

Table 1 displays an analysis of teachers' aesthetic skills at the higher secondary level, aligning with the objective of examining these competencies within the educational context. Teachers demonstrated a range of social abilities, with scores ranging from 4.00 to 15.00. The mean score was 11.93, indicating a moderate level of social proficiency among educators, with a standard deviation of 2.42, reflecting variability in interpersonal skills. Teachers exhibited adaptability scores between 7.00 and 15.00, with a mean of 11.44. This suggests a capacity to adjust to diverse teaching environments and pedagogical approaches, with a standard deviation of 2.43, indicating variability in adaptability levels among teachers. The leadership skills of teachers ranged from 6.00 to 15.00, with a mean score of 12.33, indicating a strong leadership presence within the educational setting. The standard deviation of 1.97 suggests relatively consistent levels of leadership competence among educators. Teachers displayed initiative scores ranging from 4.00 to 15.00, with a mean of 11.47. This suggests a proactive approach to curriculum development and student engagement, with a standard deviation of 2.72, reflecting variability in initiative levels among teachers. Educators demonstrated self-efficacy scores between 6.00 and 15.00, with a mean of 13.01, indicating a high level of confidence in their ability to positively impact student learning outcomes. The standard deviation of 1.57 suggests consistent levels of self-efficacy among teachers. Teachers exhibited self-confidence scores ranging from 5.00 to 15.00, with a mean of 12.97, indicating a strong belief in their competence and effectiveness as educators. The standard deviation of 1.86 suggests relatively consistent levels of self-confidence among educators. The social competence scores ranged from 44.00 to 90.00, with a mean of 73.15, indicating a high level of proficiency in interpersonal interactions within the educational community. The standard deviation of 10.12 suggests variability in social competence levels among teachers.



Table2: Students Social Competence at Higher Secondary Level

Students Social Competence	N	Mean	Std. Deviation
Art	100	13.64	3.03
Creativity	100	10.63	2.20
Students' process	100	29.33	4.72
Research	100	6.99	1.45
Time	100	7.06	1.60

The descriptive statistics presented in the table offer insights into various aspects of students' social competence within the higher secondary level educational setting. Students' artistic expression scores ranged from 4.00 to 19.00, with a mean of 13.64 and a standard deviation of 3.03. This indicates a wide range of artistic abilities among students, with some exhibiting higher levels of artistic expression than others. Scores for creativity ranged from 3.00 to 14.00, with a mean of 10.63 and a standard deviation of 2.20. This suggests varying levels of creative thinking among students, with some displaying greater innovation and originality than others. Students' process scores ranged from 9.00 to 38.00, with a mean of 29.33 and a standard deviation of 4.72. This indicates diverse approaches to learning and problem-solving among students, with some demonstrating more structured and systematic processes than others. Scores for research engagement ranged from 2.00 to 10.00, with a mean of 6.99 and a standard deviation of 1.45. This suggests differences in students' involvement in research endeavors, with some displaying a higher propensity for scholarly inquiry than others. Scores for time management skills ranged from 3.00 to 10.00, with a mean of 7.06 and a standard deviation of 1.60. This indicates variations in students' ability to effectively manage their time and prioritize tasks within the academic setting.

Table 3: Relationship between Aesthetic Skills of Teachers and Student Social Competence

		Social Competence	Teacher's Aesthetic Skills
Social Competence	Pearson Correlation	1	.752
	Sig. (2-tailed)		.000
	N	100	100
Teachers' Aesthetic Skills	Pearson Correlation	.752	1
	Sig. (2-tailed)	.000	
	N	100	100

The correlation analysis reveals a significant positive relationship between teachers' aesthetic skills and students' social competence, with a Pearson correlation coefficient of .752 ($p < .001$). This indicates a strong positive association between these two variables, suggesting that as teachers demonstrate higher levels of aesthetic skills, students tend to exhibit greater social competence. Similarly, as students display higher levels of social competence, teachers tend to demonstrate enhanced aesthetic skills. The statistically significant correlation coefficient of .752 ($p < .001$) underscores the importance of aesthetic skills in the educational context and their impact on students' social development. Teachers who possess strong aesthetic skills may be more effective in fostering a positive learning environment that nurtures students' social competence. Conversely, students who



demonstrate higher levels of social competence may be more receptive to and engaged with teachers who exhibit advanced aesthetic abilities.

Discussion

The findings presented offer valuable insights into the aesthetic skills of teachers and the social competence of students at the higher secondary level. Each objective is addressed and related to contemporary research in the field. The first objective of the study was exploring teachers' Aesthetic Skills. Teachers demonstrate varying levels of aesthetic skills, encompassing creative art, teaching processes, audio-visual aids utilization, research engagement, time management, and teacher behavior. This aligns with research by Johnson and Smith (2020), who found that educators with diverse skill sets contribute to more engaging and effective learning environments. Moreover, a study by Lee et al. (2021) highlighted the importance of teacher creativity in fostering student motivation and interest in learning, supporting the significance of aesthetic skills in education.

The second objective of the study was investigating Students' Social Competence. Students exhibit social competence at the higher secondary level, including social abilities, adaptability, leadership, initiative, self-efficacy, and self-confidence. These findings resonate with recent research by Garcia and Fernandez (2022), who emphasized the interconnected nature of social skills and their role in promoting holistic student development. Furthermore, studies by Smith et al. (2020) and Brown et al. (2021) underscored the importance of social competence in facilitating positive peer relationships and academic achievement among students.

The third objective was understanding the Relationship between Teachers' Aesthetic Skills and Students' Social Competence. A significant positive correlation is observed between teachers' aesthetic skills and students' social competence. This suggests that as teachers exhibit higher levels of aesthetic abilities, students tend to demonstrate greater social competence. Conversely, students with higher social competence may be more responsive to educators with advanced aesthetic skills. These findings are supported by recent research by Fernandez and Jones (2023), who found that teacher-student interactions characterized by creativity and aesthetic engagement positively influence student social and emotional development.

The findings contribute to our understanding of the complex dynamics between teachers, students, and learning environments, emphasizing the role of holistic approaches in fostering student development and academic success.

Recommendations

1. It is recommended to policymakers that they should allocate resources and support initiatives aimed at enhancing teachers' aesthetic skills across various dimensions, including creative art, teaching processes, and research engagement. This can be achieved through targeted professional development programs and funding for educational institutions to invest in resources conducive to fostering aesthetic skills among educators.
2. Policy makers may consider implementing policies that prioritize the integration of social-emotional learning (SEL) programs into the curriculum at the higher secondary level. These programs should focus on nurturing students' social abilities, adaptability, leadership qualities, initiative, self-efficacy, and self-confidence, thus supporting holistic development.



3. Head teachers should prioritize creating a professional development plan tailored to address areas of variability in teachers' aesthetic skills identified through the research findings. This plan may include workshops, seminars, and mentorship programs aimed at enhancing teachers' proficiency in creative art, teaching processes, and other relevant areas.
4. Head teachers may consider implementing strategies to promote collaborative learning environments that encourage students to develop social-emotional skills. This can be achieved through the implementation of group projects, peer mentoring programs, and extracurricular activities focused on teamwork and leadership development.

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